

## Harriet Tubman: Guide to Freedom (pages 383-391)

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

### Vocabulary, page 382

1. *fugitive* = \_\_\_\_\_
2. *incentive* = \_\_\_\_\_
3. *disheveled* = \_\_\_\_\_
4. *guttural* = \_\_\_\_\_
5. *mutinous* = \_\_\_\_\_
6. *cajoling* = \_\_\_\_\_
7. *indomitable* = \_\_\_\_\_
8. *fastidious* = \_\_\_\_\_

### Background Notes:

- The Underground Railroads:
  - Weren't underground; weren't real railroads
  - Helped escaped slaves make their way from the slave-owning southern states up through northern states and eventually into Canada.
  - Once a slave escaped and managed to make contact with sympathizers, he/she became a part of the "underground railroad"
  - The act of transporting escaped slaves used familiar railroad terms such as "lines" (the route from safe-house to safe-house), "stations" (stopping places), "conductors" (people who aided fugitive slaves), "packages" & "freights" (the fugitive slave).
- Harriet Tubman
  - Known as "Moses"
    - **Allusion** for Biblical "Moses" who led enslaved Israelites out of Egypt and led them to the Promised Land, received the Ten Commandments from God, and gave laws to the people.
  - Former slave who ran away from plantation in 1849 but returned to rescue others

### PRE-READING QUESTIONS, page 382:

1. Think of other stories of historic journeys that were marked by hardship and danger. What character traits helped people survive such difficult journeys? What qualities would the *leaders* of these trips might have needed, or had?
2. Paraphrase the definition & explanation of **biography**.
3. According to the "Focus" section, what were the "underground railroads" needed and used for?

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### WHILE READING: (Reading with a purpose)

1. Who was Harriet Tubman?
2. What did she do?
3. When did she live?
4. Where did she work and live?
5. Why is she important?
6. How did she help slaves escape?

### SUBJECTIVE VS. OBJECTIVE, PAGE 391 & POWERPOINT NOTES:

- ✓ **Subjective** = \_\_\_\_\_  
\_\_\_\_\_
- Can be found in personal essays, autobiographies, editorial sections of newspapers.
- ✓ **Objective** = \_\_\_\_\_  
\_\_\_\_\_
- Can be found in news reports and textbooks.

**Practice- Matching:** Mark “**S**” for Subjective or “**O**” for Objective next to each description below.

1. \_\_\_\_ Tim had a look of fear on his face as his father led him through the door of the center.
2. \_\_\_\_ Sometimes can be completely false.
3. \_\_\_\_ Sticks to the facts and figures of the events that are reported.
4. \_\_\_\_ In December 1851, when she started out with the band of fugitives that she planned to take to Canada, she had been in the vicinity of the plantation for days...
5. \_\_\_\_ As close to the truth as possible.
6. \_\_\_\_ An opinion, judgment, assumption, belief, rumor, suspicion
7. \_\_\_\_ Tim was afraid to enter the child care center.
8. \_\_\_\_ Varies from person-to-person and may change day-to-day
9. \_\_\_\_ Observable (able to be seen, heard, touched, smelled, tasted) and factual.
10. \_\_\_\_ She knew moments of doubt when she was half-afraid, and kept looking back over her shoulder, imagining that she heard the sound of pursuit.

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### AFTER READING QUESTIONS, page 391

1. How did Harriet Tubman announce her arrival in the slave quarter?
2. Why was no fugitive allowed to turn back?
3. Why was “Moses” an appropriate name for Harriet Tubman?
4. Why did Tubman never tell any of the fugitives that she was afraid?
5. The author, Ann Petry, wants readers to feel **admiration** and **respect** for Harriet Tubman. Find three details of Tubman's life that Petry included to help create this feeling.
6. Reflect on what you wrote for #1 of the Pre-Reading Questions. What character traits did Harriet Tubman display in her efforts to survive and lead others to freedom? Name at least two and find contextual evidence in the book to support your answers.

Trait:	Evidence:

7. Find 3 subjective & 3 objective details that Petry included in her excerpt, “Harriet Tubman: Guide to Freedom.”

Subjective:	Objective: